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ABSTRACT

This report examines the state of secondary education in Cyprus. It opens with the historical and political background of Cyprus and the system of administration and management under which the country operates. The financing and expenditure involved with education is discussed, as are the aims and content of secondary education. The educational structure is explored in detail along with the timetable of secondary education. Overviews are also offered of secondary technical and vocational education and special education. The secondary curriculum is summarized followed by an explication of the tasks of the pedagogical institute, including a look at inservice training and educational research. Teacher evaluations, the methods for appointing teachers, teachers' working conditions, and how teachers are promoted are also covered. Some of the educational innovations and reforms are described, and Europe's focal position in the curricula of education in Cyprus is examined. The report closes with a description of problems and difficulties, such as the need for improving school buildings. (RJM)

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Education

Secondary education in Cyprus

Council of Europe Press

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Secondary education in Cyprus

by Costas Marcou

Guide to secondary education in Europe
Editor Denis Kallen

A secondary education for Europe
Council for Cultural Co-operation

Council of Europe Press

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The **Council of Europe** was founded in 1949 to achieve greater unity between European parliamentary democracies. It is the oldest of the European political institutions and has forty member states,[1] including the fifteen members of the European Union. It is the widest intergovernmental and interparliamentary grouping in Europe, and has its headquarters in the French city of Strasbourg.

Only questions related to national defence are excluded from the Council of Europe's work, and the Organisation has activities in the following areas: democracy; human rights and fundamental freedoms; media and communication; social and economic affairs; education, culture, heritage and sport; youth; health, environment and regional planning; local democracy; and legal co-operation.

The **European Cultural Convention** was opened for signature in 1954. This international treaty is open to European countries that are not members of the Council of Europe, and it enables them to take part in the Organisation's programmes on education, culture, sport and youth. So far, forty-seven states have acceded to the European Cultural Convention: the Council of Europe's full member states plus Armenia, Azerbaijan, Belarus, Bosnia-Herzegovina, Georgia, the Holy See and Monaco.

The **Council for Cultural Co-operation** (the CDCC) is responsible for the Council of Europe's work on education and culture. Four specialised committees – the Education Committee, the Committee on Higher Education and Research, the Culture Committee and the Cultural Heritage Committee – help the CDCC to carry out its tasks under the European Cultural Convention. There is also a close working relationship between the CDCC and the regular conferences of specialised European ministers responsible for education, culture and cultural heritage.

The CDCC's programmes are an integral part of the Council of Europe's work and, like the programmes in other sectors, they contribute to the Organisation's three overarching policy objectives for the 1990s:

– the protection, reinforcement and promotion of human rights and fundamental freedoms and pluralist democracy;

– the promotion of an awareness of European identity;

– the search for common responses to the great challenges facing European society.

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The CDCC's education programme covers school, higher and adult education, as well as educational research. At present, there are projects on: education for democratic values; history; modern languages; school links and exchanges; the reform of secondary education; access to higher education; the reform of legislation on higher education in central and eastern Europe; academic mobility; and educational documentation and research.

In 1991, the Council for Cultural Co-operation of the Council of Europe launched a project entitled "A secondary education for Europe". The aims of the project were to:

– give young people the knowledge, skills and attitudes they will need to meet the major challenges of European society;

– prepare young people for higher education, and for mobility, work and daily life in a multilingual and multicultural, democratic Europe;

– make young people aware of their common cultural heritage and their shared responsibilities as Europeans.

This project has two elements: the first devoted to reflections and consultations among the member states on the overall policies and strategies, and the second on the European dimension in the school curriculum.

The series entitled "Guide to secondary education for Europe" sets out to present in a synthetic form – country by country – the major elements of secondary education structures and policies that exist in CDCC member states.

Each guide has been written, on the basis of a common analysis, by experts designated by the authorities in each country concerned.

Denis Kallen has undertaken the difficult task of the general co-ordination of this series, guaranteeing its coherence and thus allowing comparisons to be made among countries.

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I. Historical and political background

In 1960, following the 1959 London and Zurich agreement and with Greece and Turkey guaranteeing its independence, territorial integrity and constitution, Cyprus was proclaimed an independent state and became a Member of the Commonwealth and of the United Nations.

A transitional body, which was established on 1 May, governed education from 19 February which was the date of the signing of Independence until the proclamation of Independence on 16 August 1960. Thereafter, the administration of Greek education was undertaken by the Greek Communal Chamber consisting of twenty-six members elected from the Greek Community and the administration of the Turkish minority by the Turkish Communal Chamber. The other small minorities – Armenians and Maronites – were given the option to choose the Communal Chamber they wished to come under. Both chose the Greek Communal Chamber. This body, within the framework of the constitution, has legislative power over the following:

a. all religious matters;
b. all educational, cultural and teaching matters;
c. all staff matters;
d. the composition and instances of courts dealing with civil disputes relating to personal status and to religious matters.

In matters where the interests and institutions are of purely communal nature, such as charitable and sporting foundations, bodies and associations were created for the purpose of promoting the well-being of their respective community.

The Greek Communal Chamber was dissolved on 31 March 1965. The legislative powers of the Greek Communal Chamber were passed on to the House of Representatives and the administrative power to the newly founded Ministry of Education.

II. System of administration and management

According to Law 12/1965, the highest authority for making and shaping educational policy is the Council of Ministers. The responsibility for the administration of education, the enforcement of laws and regulations as well as the drawing up of the budget for education lies with the Ministry of Education. The various laws are prepared by the Ministry of Education and submitted for approval to the House of Representatives via the Council of Ministers.

Appointments, promotions, secondments, transfers, disciplinary measures and dismissals of teachers and instructors come under the authority of the Education Service Commission, an independent five-member body with a six-year period. The appointment of the Commission comes under the powers of the president according to the constitution. The people selected may either be individuals with interest in the educational affairs or educationists themselves. A member of the committee traditionally should have knowledge of the legal system of the state. The period of tenure of the Commission may be shortened if need be.

The construction, maintenance and equipping of school buildings are the responsibility of school committees under the supervision of the Technical Services of the Ministry of Education. In urban areas these committees are appointed by the Council of Ministers, while in rural areas since 1979 they have been selected by the respective communities. These committees have a regional function which does not correspond to administrative regional entities. The school committees have no say in purely educational matters and their members receive no remuneration. Each year they submit their budget for the next school year to the Ministry of Education for approval. At the end of each school year they submit a detailed financial statement to the Ministry of Education which is audited by the state auditors.

The Ministry of Education is advised in its policies by the Educational Council, a widely representative body consisting of representatives of the Planning Bureau, the Director General of the Ministry of Labour and Social Insurance, representatives of the Church, the Parliamentary Committee of

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Education, parents' associations, teachers' associations, and seven persons well known for their keen interest in educational affairs.

The members of the Council are appointed by the Council of Ministers. The nominations are usually made by the Minister for Education and they are approved by the Council.

As is shown in Appendix I, the senior officials of the Ministry of Education are the Director of Primary Education, the Director for Secondary Education and the Director for Higher and Tertiary Education.

III. Financing and expenditure

Public education is mainly financed by government through the school committees. Moreover, parents' associations support schools regarding particular needs. The newly established University of Cyprus is financed by the state.

In public secondary education the government is responsible for the salaries of teachers, scholarships, grants-in-aid based on an enrolment and urban/rural basis, as well as additional grants to help the poorer school committees. Free public secondary education was first introduced in 1972-73 for grade A. The rest of the grades were covered by 1984-85. At present, only a registration fee of 4 pounds sterling per pupil is collected and paid into the state revenue.

Parents may contribute through the parents' associations to the financing of various extra-curricular activities that are determined in collaboration with the headmaster. Any donation to any school is, on the other hand, subject to the approval of the ministry. Teacher salaries are paid directly by the government. The school committee cover for other expenses: maintenance, equipment, stationery, etc. They submit a budget to the Ministry of Education that after approval goes to the Ministry of Finance.

In the past the amount of money allocated to each school corresponded to the number of pupils. At present, the budget is set on the basis of past expenditure and according to pupil numbers and inflation.

Basically all school committees are financed equally. Some, however, possess property acquired through donations. This is taken into account in the allocation of government funds.

Government expenditure on both public and private education has risen significantly since independence and stood in 1992 at 11,4% of the country's budget and 3,5% of the Gross National Product (GNP). Public and private expenditure on education stood at 5,3% of GNP in 1990. Public expenditure on all levels of education (including subsidies to private schools) increased from 81,9 million in 1989 to 91 million in 1990, that is, an increase

of 11,1%. In 1990, secondary general and technical vocational education absorbed 63,0% of the total expenditure. The unit cost per student for public secondary education was 1 093 pounds sterling.

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IV. Aims and content of secondary education

The general aims and the particular objectives of secondary education and education set by the government in co-operation with the Educational Council in general in Cyprus are as follows.

Aims

The creation and development of a freely thinking democratic individual characterised by an equilibrium of morals and cognitive capacities, healthy in body, actively and creatively involved in life. Such individuals are expected to contribute to the social, scientific, economic, and cultural progress of the state and to promote co-operation, mutual understanding and love among all fellow human beings whether or not they belong to the same community/country, and to the prevalence of freedom, justice and peace.

Aims are set by the Ministry of Education and Culture and are approved by the Council of Ministers.

Objectives

The particular objectives of secondary education are:

- the fulfilment of the social, economic, cultural and other needs of Cyprus;
- the preparation of young people for a profession and for lifelong education;
- the reinforcement of and strengthening of Cyprus as an independent state;
- the creation of democratic citizens;
- to offer equal opportunities for education to the people of Cyprus;
- the provision for specialised education after a common core education and the capacity for both vertical and horizontal movement within the system;
- the promotion of friendship and co-operation between the various communities of the country.

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Priorities

a. Democratisation

This is defined in terms of:

– respect for the dignity and uniqueness of each individual;
– respect for the opinion of the majority;
– opportunities for participation in the decision-making process;
– encouragement of co-operation and responsibility and initiative in all aspects of school life;

b. the provision of the required manpower for the socio-economic development of Cyprus;

c. the development of curricula to fit the new social and educational needs and the production of new teaching materials and equipment;

d. the in-service training of headmasters and teachers;

e. the increase in opportunities for recurrent education;

f. the smooth transition of young people from school to work;

g. the reorganisation of educational administration so as to improve communication and share responsibilities.

V. Educational structure and timetable of secondary education

1. General

Public general secondary education extends over six years (ages 12-18) and is divided into two cycles: the lower or gymnasium (for ages 12-15) and the upper or lyceum (for ages 15-18). Education is compulsory from age 6 to age 15. The only requirement for admission to the gymnasium is the Primary School Leaving Certificate. For admission to the lyceum pupils should have successfully completed the gymnasium, that is, should have passed in all subjects taught in that cycle. The gymnasium is the only type of education provided for the age category 12 to 15.

Since September 1981, L.E.M. (Lykeion or lyceum of optional subjects) has been adopted in all the Lykeia after a four-year pilot period in selected schools. According to the L.E.M. scheme of studies, students in the first year of the Lykeion are invited to choose, from a list of subjects offered, those suited to their inclinations and to their future plans for professional or vocational study and training. The counselling services of the schools assist the pupils in their choice. Theoretically any choice is open to every pupil. In practice, pupils are discouraged from opting for combinations which concentrate on subjects in which they are weak. The subjects are arranged in such a way as to enable schools to divide pupils, after they have made their selections, into five streams or combinations: three corresponding to the old sections (classical, science and commercial) and two new ones (one commercial with increased emphasis on practical subjects, such as secretarial skills – typing, shorthand – and one with emphasis on foreign languages and social studies.

2. Effort on innovation

According to the proposals (December 1986) of a committee set up by the Ministry of Education in 1985 to examine and review the Institution of the Lykeion of optional subjects, the Department of Secondary Education has drawn up plans to introduce changes, as from September 1993, aiming at the following:

a. substituting the selection of combinations of subjects by selection of individual subjects;

b. avoiding early specialisation – the pupils before 1985 had had to choose a combination of subjects at the end of the third gymnasium year – by transforming the syllabus of the first lyceum year from a specialised option into a common core syllabus;

c. introducing a higher degree of specialisation to be pursued at the stage of the second and third year of the lyceum, when the more mature students can make choices more relevant to their particular needs and aspirations;

d. introducing technical and vocational subjects in the lyceum in order to encourage students towards technical and vocational education, on the one hand, and to discourage the increasing tendency of pupils to opt for commercial subjects, on the other hand.

e. reviewing the assessment system at the level of the first class in order to achieve more objective results concerning the pupils' interests and academic attainment as well as a more adequate study orientation regarding time allocation and range of subjects to be offered in both cycles of public secondary education.

3. Particulars

As already indicated, the gymnasium provides a general education of a humanistic orientation to the 12- to 15-year-olds and the lyceum a more specialised education, without abandoning the humanistic character, to the 15- to 18-year-olds.

Gymnasium

The gymnasium also serves the development of the interests of pupils and it thus facilitates the choices they have to make during the third year regarding the orientation in the lyceum. Furthermore it gives parents and teachers alike the opportunities to guide and advise pupils accordingly.

Lyceum

The lyceum cycle comprises the last three years of secondary education and it functions as an optional subject system with three basic categories of subjects:

a. the common core subjects;
b. specialisation subjects;
c. supplementary subjects.

The pupils are in principle free to choose any of the optional subjects. However, in practice there are five combinations of subjects which include groups of related subjects.

Combination I: emphasis on classical studies;
Combination IIa+b: emphasis on physics and mathematics;
Combination III: emphasis on economics;
Combination IVa+b: emphasis on subjects which offer office and secretarial skills;
Combination V: emphasis on foreign languages and modern Greek.

Gymnasium: timetable

Subject	Grade 1	Grade 2	Grade 3
	Periods/week		
1. Religious knowledge	2	2	2
2. Modern Greek	5.5	5	5
3. Greek language and literature	3	3	3.5
4. Mathematics	4	3.5	4
5. History	3	2	2
6. Civics	–	–	1/2
7. Vocational guidance	–	–	1/2
8. Geography	1	1	1
9. Physics	–	2	2
Chemistry	–	1	1
Botany-zoology	2.5	–	–
Anthropology	–	1	–
Biology	–	1	1
10. English	4	4	3.5
11. French	–	–	2
12. Art	2	2	1
13. Music	2	2	1
14. Physical education	3	3	3
15. Home economics (for girls)	3	3	2
16. Practical technological subjects (for boys)	3	3	2
17. First aid	0.5		
Total	35	35	35

Lyceum: timetables of optional subjects

a. *Common core subjects*

Combinations	I			IIa+b			III			IVa+b			V		
Grades, periods/week	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
1. Religious education	1,5	2	2	1,5	2	2	1,5	2	2	1,5	2	2	1,5	2	2
2. Modern Greek	4	4	4	3,5	4	4	4	4	4	4	4	4	4	4	4
3. Civics	–	1	–	–	2	–	–	1	–	–	1	–	–	1	–
4. History	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
5. Hist. Cyprus	–	–	1	–	–	1	–	–	1	–	–	1	–	–	1
6. Ancient Greek	1,5	1,5	1,5	1,5	1,5	1,5	1,5	1,5	1	2	1,5	–	2	1,5	1
7. Translation ancient Greek	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1
8. Maths	3	2,5	3	3	3	3	3	3	3	3	2,5	3	3	2,5	3
9. Physics	0,75	1	1	1	1	1	0,75	1	1	0,75	1	1	0,75	1	1
10. Chemistry	0,75	1	1	0,5	1	1	0,75	1	1	0,75	1	1	0,75	1	1
11. Biology	1	–	–	1	–	–	1	–	–	1	–	–	1	–	–
12. English	3	3	3	4	2,5	2,5	4	3	3	3	2,5	3	3	3	3
13. French	2	1,5	2	2	1,5	2	1,5	1,5	2	1,2	2	2	2	2	2
14. Economics	1	–	–	1	–	–							1	–	–
15. Computers	1	–	–	1	–	–	1	–	–	1	–	–	1	–	–
16. Music	1	–	–	0,5	–	–	1	–	–	1	–	–	0,5	–	–
17. Phys. education	2	2	1	2	2	1	2	1,5	1,5	2	1,5	1,5	2	1,5	1,5
18. Art	1	–	–	0,5	–	–	1	–	–	1	–	–	0,5	–	–
Total	26,5	22,5	22,5	26	22,5	22	25,5	22,5	22,5	25,5	22	23	26	22,5	22,5

b. *Specialised subjects*

Subjects	Combination	Periods/week		
		Grade A	Grade B	Grade C
Ancient Greek (additional periods)	I	3,5	3,5	3,5
Latin	I/V[1]	2/2	2/–	2/–
History (additional periods)	I	1	1	1
Philosophy	I	–	2	2
Modern Greek/social studies	V	–	2	2
Maths (additional)	IIa/IIb/3	2,5	4	4
Physics (additional)	IIa/IIb	4	3,5	4
Chemistry (additional)	IIa/IIb	2,5/2,5	3/1	3/1
Biology	IIb[2]	–	2	2
Techn. drawing	IIb[2]	–	2	2
Geography	IIb[2]	–	2	2
Accountancy	III/IVa/IVb	3[3]/3,5[3]/1[3]	2,5/5/4	2,5/2,5/2
Commercial subj.	III/IVa/IVb	2	3	–
Political economy	III/IVa	–	–	3
Secretarial skills	IVa/IVb	–	–	2
Economics/Maths	IVa/IVb	–/–	2/1	2/2
Typing	IVa/IVb/V[1]	2/2,5/2	2/2/–	1,5/3/–
Shorthand	IVb	2	2	2
English (additional)	III/IVa/IVb/V	1/2	1/3	1/3
French (additional)	V	2	1,5	2
German	V	3	4	3,5
Foreign language	I/IIb[2]	2/–	2/–	2/2

1. Especially for combination V Latin may be opted for, or typing, which is expected to continue in the second and third years.

2. Pupils should select a foreign language, geography, technical drawing or biology.

3. The periods are increased by one since one period from Economics of the common core is used to teach bookkeeping.

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c. *Optional supplementary subjects*

The supplementary subjects are taught in the second and third years – two periods a week – and aim at the following:

– to give pupils some practical knowledge of subjects such as infant care, sewing and design;

– to provide opportunities for aesthetic development.

The selection takes place during the last term of the first year at lyceum. There are no supplementary subjects for combinations IVa and IVb.

Subjects	Periods per week	
	second year	third year
Handicraft (wood/metal)	2	2
Technical drawing	2	2
Typing	2	2
Sewing	2	2
Infant care	2	2
Geography	2	2
Biology	2	2
Music	2	2
Art	2	2
Computers	2	2
Latin for combin. 5	2	2
Total	2	2

Graduation: for graduation purposes pupils are required to sit the comprehensive exam set by the Ministry of Education at the end of the year.

The system of assessments is a combination of exams and continuous assessment outcomes. The final grade is thus an aggregate of the term's grades and the grade achieved in the comprehensive exam (see Table 6 in Appendix II for the numbers of promoted, failed and dropout pupils). Thus the examinations count for one out of four points (three for the three term grades) in the first grade. The lowest pass grade is ten and the highest twenty.

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The subjects examined in the various combinations are as follows:

Combination I	Combination II	Combination III
Modern Greek Philosophy Maths Ancient Greek German French English Latin Biology or techn. drawing History	Modern Greek Maths Physics Biology or techn. drawing Chemistry	Modern Greek Maths Bookkeeping English Biolog. or techn. drawing Political economy
Combination IVa+b	Combination V	
Modern Greek Maths Bookkeeping Secretarial skills English Economics/maths Political economy (for 4a)	Modern Greek Maths Modern Greek and Soc. studies German French English Biolog. or techn. drawing	

See tables in Appendix II for data concerning the distribution of pupils over the various combinations in the general lyceum and in the comprehensive lyceum.

VI. Secondary technical and vocational education

Apart from secondary general education, the secondary level includes the secondary technical and vocational cycle which receives pupils from the gymnasium (lower general secondary). All technical and vocational courses are of a three-year duration. Technical and vocational education comprises about seventeen specialisations, most of them preparing for qualification in the various industrial and technical domains and a few for service sector qualifications.

The secondary technical and vocational cycle, as its same implies, includes two streams: the technical stream and the vocational stream, the difference between the two lying only in the percentage of time allocated to mathematics and physics or in workshop practice.

In the technical stream more time is allocated to mathematics and physics than to workshop practice. The opposite is true for the vocational stream where workshop practice is given priority over theoretical subjects, the aim here being mainly to train craftsmen.

There is of course the flexibility to further increase the number of programmes offered. For this purpose the needs and demands of local industries are always taken into serious consideration.

A breakdown in terms of percentages of time allocated to the various subjects for both streams follows:

	Technical stream (%)	Vocational stream (%)
General subjects	30	25
Related subjects	28	17,5
Technology and drawing	22	20
Workshop practice	20	37,5

General subjects include religious instruction, languages, history and physical training. Related subjects include mathematics and science.

Diversification is also achieved through the "apprenticeship scheme" (A.S.) which is administered by the Ministry of Labour and Social Insurance.

The apprenticeship scheme is an informal type of training recruiting from the age group of 12 to 18 years and concentrating mainly on dropouts of the formal education system. Trainees in the A.S. are employed in industry and acquire training as well as general education on a day-release basis, for a period of three years. Their training takes place on the same premises as those in the formal technical education. Their wages for the days they attend school are paid by the Industrial Training Authority of Cyprus (I.T.A.).

VII. Special education

According to Law 47/79 for special education, any child between the ages of 5-18 suspected of having learning and/or behaviour problems may be referred to the proper authorities for a possible special education programme. Before such a decision is reached the child must undergo medical and psychological examinations.

The government policy is not to segregate children but give them the opportunity to learn and grow together with normal children. They learn as much as their abilities and potential allow them to learn, in a normal environment which satisfies their psychological physical and social needs. Extra help is offered in these cases by special teachers.

Deaf children are also educated in special units attached to primary schools. Since September 1992 blind children have also been educated in the primary schools. Children with severe problems attend special schools. There are schools for the following categories:

- moderately mentally retarded;
- slow learners;
- emotionally disturbed;
- blind, deaf and physically handicapped.

According to the Law the Council of Ministers is empowered to organise schools and programmes for any of the above categories throughout Cyprus. This legislation also requires each district in Cyprus to form a committee on the handicapped. Included in this committee must be a psychiatrist, a clinical psychologist, and a representative of the Welfare Office.

Special attention continues to be given by the Government of Cyprus to providing every child with equal opportunities. Pursuing this policy the Government continues to run special schools for all the categories mentioned above. During the school year 1991-92 there were the following:

Schools for the moderately retarded

These schools provide training including selfcare activities, occupational therapy, speech therapy and subjects aiming at the development of the mental abilities of children to the maximum of their potential.

Schools for the deaf and for the blind

These schools organise a variety of programmes and activities for the development of the abilities and the social adjustment of their pupils. All the above are run by the Ministry of Education.

Schools for spastic children

There are two such schools in Cyprus, which are run by philanthropic organisations. The teaching personnel is appointed by the Ministry of Education.

Vocational rehabilitation centre for disabled people

The centre has been established by the Ministry of Labour and Social Insurance and its main objectives are:

– assessment of vocational abilities of disabled persons, vocational guidance and training of such persons for employment in industry;

– assistance to disabled persons in their efforts to adjust and integrate at work and in society in general;

– employment of persons with very serious disabilities in sheltered workshops.

The teaching personnel is appointed by the Ministry of Education.

Homes for severely retarded children

There are two such homes: one in Nicosia which is under the supervision of the Ministry of Labour (Department of Social Welfare Services) and one in Limassol which has been established and is run by a philanthropic organisation. Eighty percent of the total number of the children who are in need of special education attend the appropriate programme. The number of children who attend special programmes in special schools or institutions is as follows:

Type of schools	Number of schools	Number of children
Mentally and physically handicapped	9	512
The blind	1	46
The deaf	1	21
Rehabilitation	1	36
Total	12	615

VIII. The curriculum

Work on curriculum development for the secondary level of education is actively and systematically pursued by committees of secondary school teachers and inspectors. This has been made necessary not only because of the general demand for modernisation and updating but also because of substantial structural and organisational changes brought on by:

– the introduction to the lyceum of optional subjects;

– the fact that the introduction of compulsory education up to the age of fifteen entails a differentiation in the population of the gymnasia; thus in the lower cycle of secondary education there exists a novel situation in which there is a great need for curricula which:

- are more appropriate to the less academically orientated pupil, and which
- will bridge the gap and facilitate transition from primary to secondary education.

The major innovation in the curricula of general secondary education has been the introduction of the unified nine-year curriculum for the primary and gymnasium cycle of education, aiming at easing the transition from a lower to a higher level of the educational process. Pilot curricula were drafted by joint committees from primary and secondary departments and implemented in fourteen gymnasia and thirteen neighbouring primary schools. In 1991-92 the number of gymnasia involved was increased to twenty with a view to generalising the project in 1992-93, after evaluating the scheme. There were many meetings at both local and Ministry levels to co-ordinate activities and to deal with the monitoring and revising of the original curricula as well as to procure the tools necessary for implementing, for example, the pupil's individual record sheet. The Department of Secondary Education has decided:

– to increase and enhance the role of the class teacher (usually the mother tongue teacher and the science teacher);

– to involve a greater number of experienced teachers in teaching in the first year of gymnasium;

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– to change teaching approaches in the first year in order to bring them more in line with approaches used in primary schools;

– to co-ordinate the publication of primary and secondary education textbooks by the Ministry's Curriculum Development Unit.

The basic aim of these measures is to bridge the gap between the two levels of education.

Arrangements have also been made to enable the gymnasia to cater for the children with special needs that will be entering the gymnasia from primary schools.

A great deal of work has gone into the revision of the lyceum curriculum of optional subjects. The revised curriculum that is still being developed aims at giving the pupils:

– another year of common core education during the first year of the lyceum. The options will at this grade be abolished;

– more opportunity to specialise in greater depth in the second and third year. The choice will be between subjects rather than combinations of subjects as is now the case;

– the opportunity to choose subjects of a technical nature.

IX. Tasks of the pedagogical institute

1. In-service training

The inspectors of the Ministry organise seminars focusing on particular issues such as annual objectives, problem areas, curricula, textbooks, etc.

The in-service training of primary, secondary and technical school teachers is basically the task of the Pedagogical Institute. The institute organises for the above purpose two compulsory seminars, one for secondary school teachers appointed on probation and another for secondary deputy heads. Both are year-long courses, the former conducted twice a week and the latter once a week. Trainee teachers are partly released from school duties to attend the above courses. The probationers' course focuses on the foundations of education and the teaching of their special subject and it is a requirement for the confirmation of one's appointment to the teaching profession. The course for deputy heads introduces participants to the role of department head or co-ordinator as well as that of secondary school principal.

Optional seminars are held mainly in the afternoon during teachers' free time. These seminars relate to both content and approach regarding the teaching of the various subjects. Moreover school based in-service training was widely used during the academic years 1991-92. In-service training for the enhancement of teaching methods has been one of the priorities during the last years.

The Pedagogical Institute is by its very nature a developmental institution and in order to fulfil this function it deals also with educational research and evaluation, educational technology and educational documentation. Normally, a number of experts from the United States, the United Kingdom, the Federal Republic of Germany, France and Greece are assigned to teach at the institution in the framework of bilateral co-operation and exchange programmes between the Cyprus Government and institutions abroad. Local experts however comprise the core staff of the Pedagogical Institute on a secondment basis.

In-service training of teachers is also supplemented through grants offered by overseas countries for study abroad as well as through course offered by

local institutions (for example, courses for teachers of technical schools at the Cyprus Productivity Centre).

2. Educational research

Educational research is mainly carried out by the Pedagogical Institute. It is one of its developmental functions prescribed in the Wedell report on which the establishment of the Pedagogical Institute was based.

Educational research as well as the other two developmental functions of the institute – documentation and technology – purport to supply the professional and technical resources for the institute's operational functions.

The current priorities for educational research are those relating to students' achievement in the various disciplines, teacher education and evaluation, curricula and general educational parameters.

The research and evaluation department of the Pedagogical Institute provides assistance to various groups of educators as follows:

– it provides assistance to the staff of the Pedagogical Institute who, besides their teaching duties, engage themselves in educational research. Their choice of topics for research depends mainly on the needs presented by the Ministry of Education, on one hand, and their own interests, on the other. The research projects which have been undertaken by the staff of the Pedagogical Institute during the last two years and which have either been completed or are in progress fall into the following categories:

a. Comparative projects include among others:

– "reading literacy study" in co-operation with the International Association for the Evaluation of Education Achievement (I.E.A.);

– "third international mathematics and science study" in co-operation with the I.E.A.;

– "teacher's implicit theories of instructional planning" in co-operation with the University of Heidelberg (Germany);

– "evaluation of pupils' mathematical, language and science knowledge, concepts, and skills using the A.P.U. Model" in the context of a joint research project between the Pedagogical Institute and the National Foundation of Education Research (NFER) in England.

b. Investigative projects include, among others:

– the effects of problem solving instruction on male and female students in urban and rural gymnasia in Cyprus;

– misconceptions in mechanics;

- the investigation of reading competence of primary and lower secondary graduates;

- the effectiveness of the role of the department head in schools of secondary education;

- the impact of home economics on pupil nutrition during school breaks;

- the contribution of the subject of ancient Greek to the language development of students;

- investigation of the levels of physical fitness of the sixth grade students of primary schools;

- establishment of mathematics norms in classes A, B and C of the gymnasia.

The object of the research projects is to provide information to the educational authorities in educational planning and decision making and to the Pedagogical Institute in the organisation, improvement and assessment of in-service training seminars.

- It provides assistance to the secondary and technical school teachers on probation, to the secondary deputy heads, and to the primary school teachers, which includes courses on research methodology, to those who undertake research projects, and assistance on the design of the project and data statistical analysis.

- It provides assistance on research methodology to educators who intend to improve their academic qualifications and engage themselves in educational research.

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X. Teacher evaluation

During the British colonial days, supervision was carried out only in primary schools which were under government control, while secondary schools were run independently by local authorities, having no ties between them other than that of the secondary model used in Greece. The secondary schools were inspected by an inspector from Greece, who paid very rare visits to the island. So secondary school teachers were in fact supervised or inspected by their headmaster.

When the Greek Communal Chamber, the forerunner of the Ministry of Education, took over from the Colonial Office of Education responsibility for all Greek schools on the island in 1959, there was little or practically no tradition of supervision in schools.

The first specification of the job of inspector can be found in the 1969 law, Article 20 which reads: "Inspector means the individual who according to the inspection programme or according to special instructions has the capacity to inspect schools or teaching staff or educational areas or certain specialist subjects." This law was amended in 1976 by regulations governing the inspection and evaluation of teachers.

The role of the inspectorate has evolved drastically towards that of advisor and animator. The emphasis is on guidance and staff development through individual advice and school based seminars focusing on issues of interest regarding method, approach, textbooks, curricula, etc.

Aims of inspection

According to the regulations mentioned above the basic aims of inspection are:

- the guidance and instructional assistance of the teaching staff;
- the co-ordination of the teaching effort;
- the evaluation of the work and efficiency of the teaching staff;
- the evaluation of education in general for purposes of promotion and improvement.

The role of inspectors

According to the regulations already mentioned the inspector is a promoter of the educational policy in schools. He conveys the views and suggestions of educationists on educational issues to the educational authorities and simultaneously acts as a link between the authorities and the schools.

The basic role of the inspector is that of "guru" or of guide, advisor and inspirer to the teacher. The inspector is required to provide every assistance to the personnel at the chalk face and according to the provisions of these regulations evaluates school effectiveness and teacher performance.

Evaluation instrument

The evaluation of the teacher's overall performance is based on the data in the teacher's file (headmaster's report, inspector's report) along the lines of the following categories of performance:

- professional background (academic qualifications);
- teaching competence;
- organisational abilities, management, interpersonal relationships;
- general behaviour and activity.

Each of these categories carries a numerical score of ten points that serves to determine the teacher's overall performance score.

XI. Appointment of teachers/working conditions/promotions

Teachers

Teachers as already mentioned are appointed by an independent body, the Education Service Commission. The minimum prerequisite for appointment is a university degree in the subject. The appointment is based on a system of units which the candidate accumulates according to the following:

- extra qualifications;
- date of graduations;
- personal interview.

A permanent list of candidates for appointment is drawn up according to the above. It should be mentioned however that basically it is the date of graduation which has the greater weight. Once the candidate is appointed he is obliged to go through the Pedagogical Institute for the in-service training course which has been described above. A newly appointed teacher starts off with twenty-six teaching periods per week which are reduced to eighteen after a certain number of years of service. Teachers begin to be evaluated by the inspectors after twelve years of service. This evaluation plays an important role in the teacher's promotion. The promotions are based on a system of units. The factors determining the accumulation of units are:

- the teacher's evaluation;
- post-graduate qualifications;
- years of service;
- the interview conducted by the Education Service Commission.

Deputy heads

The next step up the ladder is for a teacher to be promoted to deputy headmaster. There are two categories of deputy heads: administrators and co-ordinators.

Administrator

Apart from the teaching duties (fourteen periods per week) the deputy head performs other duties of an administrative nature regarding the functioning of the school and according to the instructions of the headmasters.

Co-ordinator

The co-ordinator has the same teaching load as the administrator. As head of his department his other duties mainly focus on staff development and school-based training programmes.

Headmasters

After five years of service as deputy head the educator is eligible for promotion to headmaster. The same unit system holds. The headmaster has a teaching load of four periods per week and the general responsibility of administrating the school (timetables, allotting duties and responsibilities, supervising the various functions, etc.).

Monthly salaries (in Cypriot pounds)

	Newly appointed	Retirement
Teachers	6 641	9 307
Deputy heads	10 996	12 138
Headmasters	12 208	16 456

XII. Educational innovations and reforms

Educational innovations concern mainly the content, the teaching materials and the methods of evaluation, and aim at making the educational system more flexible, dynamic and effective.

After the initial experimental introduction of computer science in the period 1986-88, the subject has now acquired the status of a fully fledged supplementary subject offered by all the lycea of optional subjects. The department of secondary education has also launched a scheme which aspires to offer training to teaching personnel in the use of the computer as a teaching aid as well as a tool facilitating preparation.

A significant development since September 1990 is the teaching of design and technology in the gymnasia. This was brought about by adjusting the aims, the methodology and the content of the existing traditional subject of craftwork in schools. In the period under review the programmes have been monitored and revised in order that the subject be brought into line with the needs of contemporary society.

Furthermore, the department of secondary education has developed a scheme under which pupils of the second year of the lyceum are given the opportunity to go out to work for one week in order to acquire some of the necessary experience which will contribute towards their preparation for their entrance into the world of work after their graduation.

The curriculum of secondary education has been constantly evaluated and all necessary steps have been taken to render it more relevant to the needs of society and the economy of the country. The Curriculum Development Unit has been staffed with suitably qualified personnel. This service has contributed towards the effort of linking the content of education to life by producing a considerable volume of high quality teaching material. On evaluating other programmes the following may be reported:

– the pilot programme for facing the problem of school failure which had been implemented in a number of schools did not prove as efficient as has been expected. An experimental programme has been introduced in its place in four gymnasia. The programme aims at observing the results of

teaching in classes of approximately twenty pupils in comparison to average classes of thirty-five.

– the establishment of a common assessment policy, both at the teacher and pupil level, in order to maximise the probability of an objective and fair evaluation of school work and attainment and thus provide new motivation for further success has received a significant boost with the successful introduction of common, island-wide examinations for the pupils in the final year of the lyceum.

XIII. European dimension

Europe has a focal position in the curricula of primary and secondary education in Cyprus. The European dimension is embedded in the curricula of our education, not only in social and historical sciences but also in the arts, technology, economic and political science.

Europe is represented and studied in the curricula from various aspects:

- as a geographical and geopolitical area;
- as a historical reality;
- as a cultural force;
- as a political and economic power;
- as an expected federation or union of nations.

The above aspects permeate the subject matter of the following:

- geography;
- history;
- civics;
- foreign languages;
- literature and philosophy;
- art;
- music.

Other activities which promote the European spirit and dimension are:

- The European Schools' Day Competition;

- 15 May is celebrated in all secondary schools, with special reference to Europe as a common homeland of the European nations.

Moreover, the Government of Cyprus has signed the "European Cultural Convention" and takes an active part in all the activities and committees of the Council of Europe.

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XIV. Problems and difficulties

The secondary general education department faces a number of problems due to its policy for improving the standards of education offered to pupils attending this level of education, which are bound to place a heavy financial burden on the government. The most important are:

– Need for expansion and improvement of school buildings due to:

  – the continuing effects of the displacement of 40% of the Greek population of the island after the Turkish invasion;

  – the internal movement and redistribution of the population between urban and rural areas;

  – the increase of the secondary school population as the effects of the Turkish invasion of birth rates are becoming less dramatic than in the immediate aftermath of the invasion.

– Need for expansion and improvement of facilities, such as:

  – installation of central heating in all schools;

  – building and equipping special classrooms with subject orientation, such as language rooms, physics rooms, and so on;

  – building more multi-purpose halls (for sports, music and theatrical/artistic functions) in order to offer access to such facilities to the majority of the population.

The introduction of new technologies is proceeding at a faster rate after the initial problems of the introduction of computer science in all the lycea. The main problems that will have to be addressed during this period are:

  – equipment needs;

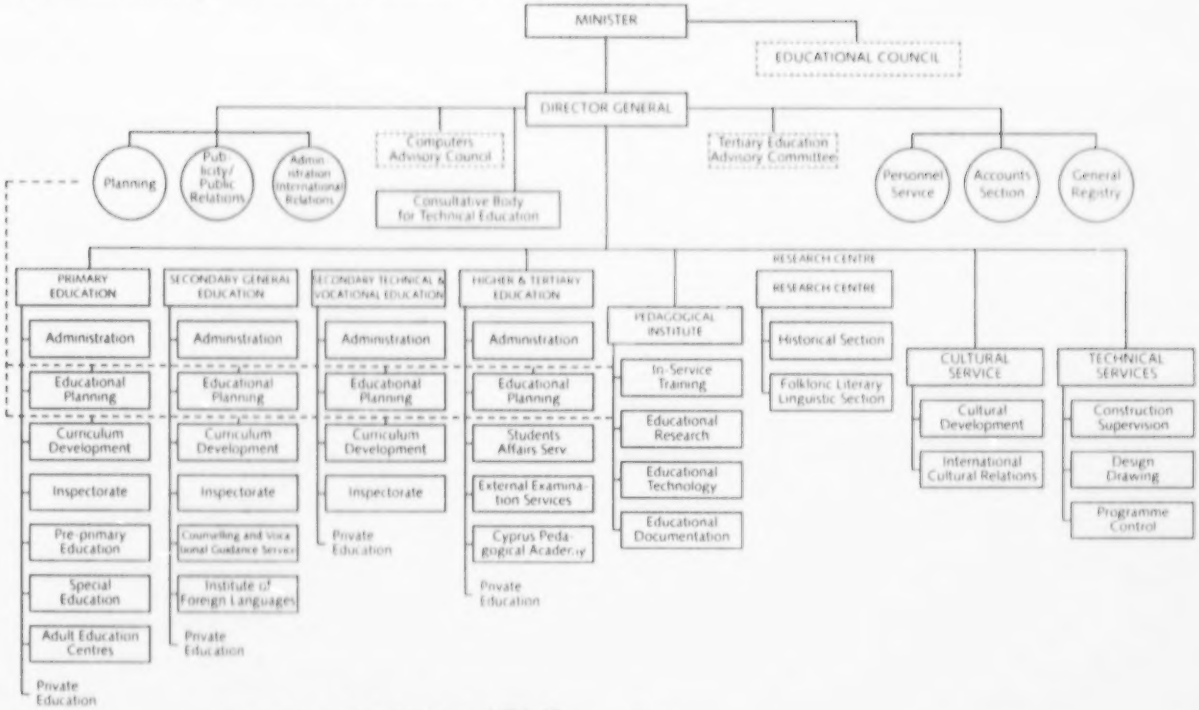
  – identification of needs and necessary adaptation of the curricula;

  – personnel training. As of this year an ambitious scheme of training all secondary school teachers in the use of the PC as an aid for teaching their individual subject as well as a tool for improving their professional effi-

ciency is under way. A large number of teachers from the disciplines of English, mathematics, physics and art are being released from school duties for one day a week and are attending specifically designed seminars for this purpose.

Reconsideration of many of the existing institutions such as school boards, the Curriculum Development Unit, teacher recruitment and promotion systems is under way in the light of new predictable educational, social and legal needs.

Appendix I: Organisational structure of the school system



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Appendix II

Table 1: Statistics of secondary education, 1990-96

Years	Number of classes		Average no. of pupils per class (gymnasia)			Average no. of pupils per class (lycea)			No. of pupils evening sch.
	Gymnasia	Lycea	Class A	Class B	Class C	Class A	Class B	Class C	
90-91	778	527	30,63	30,44	29,46	23,93	23,78	22,16	231
91-92	824	577	30,52	30,29	29,72	26,14	23,57	22,98	241
92-93	871	625	30,91	30,37	29,88	25,64	25,14	23,38	250
93-94	912	682	30,63	30,83	29,81	26,01	24,16	24,49	300
94-95	950	710	30,68	30,92	30,05	27,01	25,49	24,18	311
95-96	990	756	30,35	30,34	29,36	27,02	25,86	24,99	299

Table 2: Distribution of pupils in lycea according to combination (%)

Combination	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
Σ 1	7,2	7,3	7,4	8,0	8,7	10,3
Σ 2 (a)	22,7	20,8	19,8	20,1	20,4	20,8
Σ 2 (b)	1,7	1,7	1,5	1,0	1,0	0,6
Σ 3	22,7	25,2	27,8	30,5	32,1	33,7
Σ 4 (a)	30,1	30,8	30,7	29,2	28,2	26,6
Σ 4 (b)	9,2	7,5	5,9	4,8	3,6	2,2
Σ 5	6,4	6,7	6,9	6,4	6,0	5,8
	100	100	100	100	100	100

Combination	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Σ 1	11,35	12,11	12,51	13,85	14,94	16,35
Σ 2 (a)	20,34	19,87	19,00	19,07	19,43	19,99
Σ 2 (b)	0,14	0,00	0,13	0,19	0,17	0,09
Σ 3	35,46	38,47	39,98	40,53	40,68	39,98
Σ 4 (a)	24,96	23,24	23,18	22,59	21,25	20,16
Σ 4 (b)	1,08	0,73	0,55	0,34	0,41	0,33
Σ5	6,17	5,58	4,65	3,43	3,12	3,10
	100	100	100	100	100	100

Table 3: Distribution of pupils in lycea – Secondary education according to combination (except the comprehensive lycea), school year: 1995-96

Combinations	Grade A		Grade B		Grade C		Total	
	Absolute no.	%	Absolute no.	%	Absolute no.	%	Absolute no.	%
Σ 1	1 049	16,54	1 110	16,70	892	15,72	3 051	16,35
Σ 2 (a)	1 266	19,96	1 333	20,06	1 132	19,95	3 731	19,99
Σ 2 (b)	-		-		17	0,30	17	0,09
Σ 3	2 427	38,26	2 670	40,18	2 364	41,67	7 461	39,98
Σ 4 (a)	1 369	21,58	1 323	19,91	1 070	18,86	3 762	20,16
Σ 4 (b)	13	0,21	24	0,36	24	0,42	61	0,33
Σ5	219	3,45	185	2,79	174	3,08	578	3,10
Total	6 343	100	6 645	100	5 673	100	18 661	100

Table 4: Distribution of pupils of comprehensive lyceum by combination

Subjects	A Class	
	No. of pupils	%
Ancient Greek – Maths	81	8,05
Ancient Greek – English	46	4,57
Ancient Greek – Economics	26	2,58
Ancient Greek – French	17	1,69
Maths – Physics	198	19,68
Maths – English	49	4,87
Maths – Technology	31	3,08
Maths – Economics	233	23,17
Economics – English	98	9,74
Economics – Technology	34	3,38
Technology – English	64	6,36
Technology	129	12,83
Total	1 006	100

Table 5: Numbers of pupils in secondary education: General and technical – School year 1995-96

Year	General secondary education								
	Gymnasia			Lycea			Technical education	Private education[1]	Grand total[2]
	Total	Male	Female	Total	Male	Female			
1978-79	24 185	12 679	11 506	16 294	6 856	9 438	3 965	4 442	48 886
1979-80	24 074	12 442	11 632	16 671	7 015	9 656	3 838	4 214	48 797
1980-81	23 686	12 177	11 509	15 984	6 626	9 358	3 613	4 316	47 599
1981-82	24 556	12 578	11 978	16 209	6 720	9 489	3 487	4 629	48 881
1982-83	23 738	12 089	11 649	16 400	6 759	9 641	3 543	4 846	48 527
1983-84	23 926	12 170	11 756	16 478	6 832	9 646	3 540	5 330	49 274
1984-85	22 319	11 403	10 916	16 994	7 050	9 944	3 788	5 651	48 752
1985-86	20 275	10 455	9 820	16 501	6 799	9 702	3 765	5 618	46 159
1986-87	18 759	9 658	9 101	16 713	6 912	9 801	3 585	5 251	44 308
1987-88	18 019	9 214	8 805	15 572	6 535	9 037	3 406	5 194	42 191
1988-89	20 109	10 288	9 821	13 998	5 837	8 161	3 314	5 192	42 613
1989-90	21 940	11 249	10 691	12 687	5 251	7 436	3 117	5 468	43 212
1990-91	23 491	12 060	11 431	12 299	5 049	7 250	2 976	5 836	44 782
1991-92	24 889	12 653	12 236	14 062	5 945	8 117	3 176	5 930	47 857
1992-93	26 513	13 593	12 920	15 501	6 480	9 021	3 426	6 084	51 774
1993-94	27 753	14 308	13 445	16 993	7 092	9 901	3 625	5 621	53 992
1994-95	29 029	14 896	14 133	18 204	7 574	10 632	4 011	6 281	57 839
1995-96	29 740	15 188	14 552	19 667	8 252	11 415	4 190	6 325	59 922

1 Private education includes Greek medium of instruction and foreign language medium

2 The grand totals include pupils of evening gymnasia

Table 6.a: Failures, dropouts and promotions in secondary education by grade and sex 1992-93 (absolute numbers)

Grade I		Grade II		Grade III		Grade IV		Grade V		Grade VI		Grade VII		Total			
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total	
5 582	5 024	5 135	4 874	4 401	4 421	4 132	4 044	3 754	3 798	2 822	3 106	301	247	26 127	25 514	51 641	Enrolled
5 117	4 570	4 633	4 424	3 858	3 939	2 452	3 337	2 288	3 123	1 732	2 566	0	0	20 080	21 959	42 039	Public secondary general
0	0	0	0	0	0	1 169	261	1 017	418	697	156	0	0	2 883	635	3 518	Public secondary technical
465	454	502	450	543	482	511	446	449	457	393	384	301	247	3 164	2920	6 084	Private secondary
5 184	4 882	4 767	4 751	4 139	4 313	3 715	3 826	3 584	3 717	2 635	3 045	300	247	24 324	24 781	49 105	Promoted
4 734	4 443	4 284	4 313	3 633	3 849	2 253	3 163	2 205	3 054	1 656	2 532	0	0	18 765	21 354	40 119	Public secondary general
0	0	0	0	0	0	996	235	953	213	609	146	0	0	2 558	594	3 152	Public secondary technical
450	439	483	438	506	464	466	428	426	450	370	397	300	247	3 001	2 833	5 834	Private secondary
319	116	301	104	209	83	344	177	135	64	155	36	0	0	1 463	580	2 043	Failed
314	110	289	97	183	73	166	147	69	55	71	29	0	0	1 092	511	1 603	Public secondary general
0	0	0	0	0	0	146	20	48	2	71	4	0	0	265	26	291	Public secondary technical
5	6	12	7	26	10	32	10	18	7	13	3	0	0	106	43	149	Private secondary
79	26	67	19	53	25	73	41	35	17	32	25	1	0	340	153	493	Dropped out
69	17	60	14	42	17	33	27	14	14	5	5	0	0	223	94	317	Public secondary general
0	0	0	0	0	0	27	6	16	3	17	6	0	0	60	15	75	Public secondary technical
10	9	7	5	11	8	13	8	5	0	10	14	1	0	57	44	101	Public secondary

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Table 6.b: Failures, dropouts and promotions in secondary education by grade and sex 1992-93 (%)

Grade I		Grade II		Grade III		Grade IV		Grade V		Grade VI		Grade VII		Total			
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total	
100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	Enrolled
100	100	100	100	100	100	100	100	100	100	100	100	0	0	100	100	100	Public secondary general
0	0	0	0	0	0	100	100	100	100	100	100	0	0	100	100	100	Public secondary technical
100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	Private secondary
92.9	97.2	92.8	97.5	94.1	97.5	89.9	94.7	95.5	97.9	93.4	98.0	99.7	100.0	93.1	97.1	95.1	Promoted
92.5	97.2	92.5	97.5	94.2	97.7	91.9	94.8	96.4	97.8	95.6	98.7	0.0	0.0	93.5	97.3	95.4	Public secondary general
0.0	0.0	0.0	0.0	0.0	0.0	85.2	90.0	93.7	97.8	87.4	93.6	0.0	0.0	88.8	93.5	89.6	Public secondary technical
96.8	96.7	96.2	97.3	93.2	96.2	91.2	96.0	94.5	98.5	94.1	95.6	99.7	100.0	94.9	97.0	95.9	Private secondary
5.7	2.3	5.9	2.1	4.7	1.9	8.3	4.3	3.6	1.7	5.5	1.2	0.0	0.0	5.6	2.3	4.0	Failed
6.1	2.4	6.2	2.2	4.7	1.9	6.8	4.4	3.0	1.8	4.1	1.1	0.0	0.0	5.4	2.3	3.8	Public secondary general
0.0	0.0	0.0	0.0	0.0	0.0	12.5	7.7	4.8	0.9	10.2	2.6	0.0	0.0	9.1	4.1	8.3	Public secondary technical
1.1	1.3	2.4	1.6	4.8	2.1	6.3	2.2	4.0	1.5	3.3	0.7	0.0	0.0	3.3	1.5	2.4	Private secondary
1.4	0.5	1.3	0.4	1.2	0.6	1.8	1.0	0.9	0.4	1.1	0.8	0.3	0.0	1.3	0.6	0.9	Dropped out
1.4	0.4	1.3	0.3	1.1	0.4	1.3	0.8	0.6	0.4	0.3	0.2	0.0	0.0	1.1	0.4	0.8	Public secondary general
0.0	0.0	0.0	0.0	0.0	0.0	2.3	2.3	1.6	1.3	2.4	3.8	0.0	0.0	2.1	2.4	2.1	Public secondary technical
2.1	2.0	1.4	1.1	2.0	1.7	2.5	1.8	1.1	0.0	2.6	3.6	0.3	0.0	1.8	1.5	1.7	Public secondary

Appendix III: Proposals of the *ad hoc* committee for the unification of secondary general and technical/vocational education

1. The comprehensive lyceum

The *ad hoc* committee proposes the unification of the general lyceum sector of secondary education with the technical/vocational sector by instituting a new type of school, the comprehensive lyceum (CL), which will offer theoretical subjects as well as technical and vocational education programmes.

The changeover to the new type of school will be effected gradually after a three-year pilot scheme to be implemented, run and assessed in three schools in the Nicosia area. The scheme will first be implemented in September 1995. It is intended that in the future it will be the only type of state secondary school in Cyprus.

The unification of the two branches – general and technical/vocational – of secondary education is expected to contribute towards resolving the problems faced by the present dichotomy between the lyceum and the technical schools as well as the repercussions of these problems on the social fabric in general.

In more concrete terms, the integration of secondary education aims at:

– the elimination or restitution of the prejudice towards technical/vocational education with a view to its expansion and upgrading;

– the organisation of lyceum education in concordance with modern trends, especially those prevalent in Europe;

– the broadening and modernisation of curricula as well as the improvement of teaching–learning levels;

– the improvement of the relevance of education to the economic, social and other needs of the country;

– the promotion of social cohesion as a result of all pupils attending the same type of school.

The schools of secondary education aim to offer their pupils the necessary equipment for living as equal members of a united Europe.

The comprehensive lyceum has formulated among other things the following concrete targets:

– to ensure the integration of general and technical/vocational education and to offer all pupils the opportunity to develop all aspects of their capa-

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bilities and to cultivate their interests and skills so that they can participate in and contribute to the productivity and development of Cyprus;

– to offer the pupils modern general and specific scientific and technological knowledge, through modern teaching methods and media, so that they can respond to the needs of the socio-economic development of the country and adapt to the changing working environment and forms of employment;

– to prepare the pupils for "life-long" acquisition of knowledge and skills from the scientific, technological, social, cultural and natural environment;

– to offer the pupils specialisation at an age when they are mature enough to benefit from it after having received a broad general education;

– to link the school with society, so that the pupils may acquire a comprehensive concept of life and the world and be enabled to follow social developments with a critical eye and to creatively participate in them;

– to offer the pupils opportunities to come into contact with the world of work and production so that they may be prepared for the future, understand the content, value and importance of each profession and assume responsibility for the development and progress of the profession of their choice;

– to cultivate the idea that every individual creates his own future and that the choice of a profession does not merely affect the prospect of employment but also determines the prospect of the individual creating his own employment;

– to offer programmes which have variety, flexibility and elasticity so that the pupils' choices may afford them the possibility of further study in institutions of higher and highest education and/or direct entry into the world of work and production with good prospects of success.

2. Programme

The general programme, including teaching periods per week, subjects taught, branches and specialisations, appears in Table 7 below.

Table 7: Comprehensive lyceum subjects taught and periods per week: "Class I"

a. *Common core subjects*

	Subjects	Periods/week		
		Class I (31 p/w)	Class II (17 p/w)	Class III (15 p/w)
1	Religious education	2	1	2
2	Modern language	4	4	5
3	Classical Greek/ Ancient Greek literature	3	2	–
4	History/History of Cyprus	2	2	2
5	Mathematics	3	2	2
6	Physics	1,5	2	–
	Chemistry	1	1	–
7	Economics	0.5	–	–
8	English	2	–	–
9	French	3	2	2
10	Technology	2	–	–
	Cybernetics	2	–	–
11	Physical education	1	–	–
12	Music	2	1	1
13	Art	2	–	–
		1	–	–
	Total	31	17	15

b. *Specialisation subjects*

	Subject	Class I Periods/week
1	Classical Greek/Ancient Greek literature	2
2	Mathematics	2
3	Physics	1
	Chemistry	1
4	Economics	2
5	Technology	2 or 4
6	English or French	2

3. Main characteristics and advantages

The comprehensive lyceum offers pupils the possibility of a broader spectrum for selection in both the academic and the technical vocational sectors in the same school. It goes without saying that it is not possible for all the lycea to offer all the subjects, branches and specialisations. What will be offered at each lyceum will be determined by the school's capability and the needs of each region. For practical reasons, but mainly with a view to satisfying the preferences of the majority of pupils in an area, there will be provision for a distribution of subjects, branches and specialisations to groups of neighbouring lycea so as to maximise the accessibility of options.

The comprehensive lyceum provides for an extensive common core programme (31 p/w out of 35 p/w) for all pupils in class I. Thus, this class becomes a kind of foundation year during which the pupil will be able to observe, be guided and orientate himself within the school itself. This will help avoid premature specialisation and it is expected that the final selections made by the pupils in classes II and III will be all the more appropriate. The contribution of the careers and guidance counselling services (CGCS) will play a decisive role in this respect.

In every school a committee exists offering advice regarding the selection of branches and/or subjects for the benefit of class I pupils. The school will refer to the committee those pupils who on the basis of defined criteria wish to select an educational direction or subjects which do not correspond to their knowledge and abilities. The aim is for the committee to offer advice for a possible change of options and the selection of a branch or subjects at a level more consonant with the pupils' knowledge and abilities.

4. Pilot scheme

During the implementation of the pilot scheme a monitoring team will oversee the operation of the comprehensive lyceum and the whole scheme will be evaluated by specialists at the end of the three-year trial period. All the schools of Cyprus will gradually operate on the comprehensive lyceum model.

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This publication contains a brief description of secondary education in Cyprus.
It constitutes one part of a series entitled "Guide to secondary education for Europe" developed as part of the project "A secondary education for Europe".
The aim of this series is to make accessible to the public not only a systematic and coherent exposition of the educational systems and traditions in all signatory states to the European Cultural Convention, but also to outline the essential problems these systems are facing at the present time.
Each book has been written by an expert from the country concerned on the basis of a questionnaire. The questionnaire was drawn up by Denis Kallen who has both co-ordinated the series and undertaken the editing of each text in collaboration with the author.
Given that this is an area in which changes take place particularly quickly and that the translation, revision and publication of the manuscript require a certain amount of time, it is possible that, despite the considerable efforts made to take into account the latest reforms in the pipeline, certain changes may have taken place since the manuscript was originally received.

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